

The **H** *Magazine for the Christian Home*
Hearthstone

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● **In Everything Give Thanks—*Barbara V. Myers***

● **When Johnny's Teacher Says You're Wrong—*Marge Frank***

NOVEMBER, 1958 — 25c

The **H** Magazine for the Christian Home Hearthstone

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In Appreciation

It is good to be starting work on *Hearthstone* with the November issue. Knowing some of the multitudinous details involved, I can really appreciate what you have done, Sue. I join many in saying THANKS and that we hope to hear from you from time to time.

What's Here? Have you wondered why Bible reading doesn't do for you what it seems to do for others? Maybe you haven't taken the "First Steps" which Francis Stifler sets forth.

In preparation for Thanksgiving so that the season will be really meaningful try reading and using suggestions from "In Everything Give Thanks," "Thanksgiving Is Thanks Living" and the Family Worship section.

Two problems that are or could be confronting us are "retirement" and "three-generation family living." Those who have planned for success in these areas have guide lines to share. You might be surprised at how early plans for retirement should begin.

To Be Released in December: "The Family's Christmas," "Christmas in Nazareth," "in France," and "Are We Getting Ahead?"

Until then,
R. C.

PETITION

Wind of my wind,
And tree of my tree,
Who made all this
And left it to me?

A skyful of nothing
But leftover sea,
A hilltop of fustian
As green as a pea,
A sunbeam to burden
The back of a bee?

Wind of my wind,
And tree of my tree,
Who made all this
And left it to me?

—Dorothy Meister

ADVENTURES IN BIBLE READING



First Steps

by Francis Carr Stifler

As in walking, first steps in Bible reading lead to great adventure.

Photo by American Bible Society

"I ain't goin' to read it, mister," said the young recruit at Great Lakes Naval Training Station as he tossed back the little blue-covered Testament which had been given to him the day before with his promise to read it.

"What's the trouble, son?"

"It reads like the telephone directory."

The sailor had begun, as anyone would, to read his new book at the beginning. But much as the mature Christian finds to inspire him in the genealogy of Jesus, to this raw beginner in Bible reading the first fifteen verses of Matthew were mostly lists of meaningless names.

For those who have read the Bible and, indeed, for many who, like this lad, have started unsuccessfully, some suggestions on how to begin one's reading are often helpful. Much of the Bible is not easy to read. For the beginner first steps in Bible reading are often most successfully taken by beginning with the New Testament. It tells of Christ, without whom we would not have the Bible. He is the center of its message. To know him is to

find the urge to read not only all about him and the results of his coming, but to know the older scriptures that he read and knew.

The sailor at Great Lakes might well have been advised to begin his reading with the Gospel of Mark. It is one of the most exciting pieces of biography ever written. The first chapter relates at least a half-dozen stirring incidents. The story moves with ever-heightened tempo to the end. A good first step, although a long one in Bible reading, would be to read the whole Gospel of Mark at a sitting. So much has been made of Bible reading by chapters that most readers have never thought of doing what they would with a short secular story—read it through to the end. Mark can be read in less than two hours. Anyone who reads Mark earnestly at one sitting will have come closer to his Master than he ever was before.

One who has read Mark will want to read the other Gospels. Matthew and Luke, who follow Mark's outline, add much that Jesus said and did, and go far to satisfy the hunger to know the Great

Friend better. John is the personal Gospel. In it Jesus seems to be talking directly to the reader. By reading two hours a day one can read the four Gospels in a week and gain a more complete understanding of the life of Christ.

The reading of the Gospels suggests a general principle for first steps in Bible reading. It is this: Read biography at first. There is nothing more interesting to a person than other people. The Bible is filled with biography. It is one of the principal channels of its divine teaching.

There are at least three short Old Testament books that are set in the biographical mold—Ruth, Esther, and Jonah. Read them in their entirety. The last fourteen chapters of Genesis contain the most complete biographical sketch in the Bible—the story

of Joseph, one of the most dramatic ever written. The next fourteen chapters—those that open the Book of Exodus—contain the story of Moses in Egypt. Neither story is as long as the Gospel of Mark.

There is no better way to enter into a program of enthusiastic, regular Bible reading than to read the stories of its people, beginning with the Gospels. Only a few of these stories have been suggested here. The American Bible Society has prepared two leaflets designed to help in taking these first steps in Bible reading. They are entitled, "Men and Women of the Bible" and "Stories of the Bible." Send your request for these to *Hearthstone*.

Single copies will be sent without cost. In greater quantities the cost is fifty cents a hundred or two for one cent.—Ed.

Rendezvous

by Stanley Rowland, Jr.

A biographical sketch of Kobayashi, a member of the kamikaze, who found new life and power in the Bible with the colorful cover.



Photo by American Bible Society

Mr. Kobayashi, on a visit to the Bible House in New York, shows Secretary Laton E. Holmgren the Testament which first attracted him to the gospel.

Westerners think of Japan as a nation of teeming cities, bright colors, and sharp-pointed mountains. It is also a nation that instilled fierce loyalties in its citizens. One of them is Sakae Kobayashi, who had the proud mission of dying for his country.

From boyhood he was instilled with the ethics of death. It was good to live, to love father and mother, to taste the crimson sunset and hear the chatter of birds in the trees. But to die honorably for Japan was the supreme good. At fourteen he left home in Wakayama to be trained. First it was military school; then years of army training; then air-force training. On the anvil of nationalism he was tempered into a strong, proud young officer who hated his enemies and wished the glory of dying for his native land.

During this time a rugged Japanese fighter plane called the "Zero" was put into production as Americans planned a deadly, high-flying bomber called the B-29. At the same time one of thousands of Japanese New Testaments with colorful covers, published by the American Bible Society, rolled off the presses. The fighter and bomber were both several tons of ingenious engineering keyed to the purpose of killing; the Testament weighed a few ounces.

World War II continued to unfold. Mr. Kobayashi was trained as a flier and stationed at an air field outside Tokyo. The American bombers with their youthful crews—blond lads from the farm states and wiry boys from the slums—came more and more often to demolish parts of the land that Mr. Kobayashi loved so well. He flew against them in his fighter, shot and was shot at and hated them. To kill them was his routine mission; but his real and final mission was to crash his fighter into the

tail of a B-29. For he was a *kamikaze*, which means "wind of God."

Each day before the fighters took off, those who would fly the suicide mission were chosen. They would take off with the tearing roar of a fast engine and not return. Mr. Kobayashi's turn came on August 14, 1945. It was late morning, quiet and cloudless, when the sirens sounded a raid. His destiny—a rendezvous with suicide—awaited him in the crisp, final blue of the sky.

He climbed into his Zero and started it, propeller-blast flattening the still green grass on the runway. He was calm and did not feel any particular emotion except the poignant realization that his life of twenty years was about to end. A crewman waited at the end of the runway to flag him off.

Then a man came running and shouting across the field from headquarters. Japan had surrendered—the commander had just picked up the news by listening to the American radio. It wasn't until two hours later that the Japanese radio broadcast the surrender.

Wearily, Mr. Kobayashi went home. There he found his house burned. His mother was dead, and so were his brother and his grandmother. As a former officer he was ostracized, could not get a job, and was filled with bitterness.

Finally, he obtained work as a night watchman in

a refinery. There, one night, he saw a lovely young woman reading a book with a colorful cover. He was lonely, and the book looked interesting. He thought it was a novel and began to question her about it. Yes, she said, the book did tell a story, but not the kind that he thought; for the book was a Bible that had been distributed by the American Bible Society. When Mr. Kobayashi learned this, he scorned the girl for believing in the religion of his enemies. Patiently she persuaded him to go to church.

"Love your enemies"—this was the theme of the sermon. It seemed utterly foreign, almost absurd to Mr. Kobayashi, who had been taught from childhood to hate his enemies, but the Word had a strange power. He kept going back. Before long Christianity battered aside his inner walls of pride and scorn, and he entered a seminary. Upon graduation in 1953 he married the girl, and became pastor of a little church outside Tokyo.

The colorful paper cover on the Bible is faded and worn; but he still carries it with him. He says, "This Bible was the missionary to me from the church in America through the American Bible Society. I have incurred a debt that I can never repay to you."

The Rev. Sakae Kobayashi had kept his rendezvous—not with suicide but with the Word of God.

The Rope

This Korean lad heard that the Bible van of the Bible Society was coming to his village the following week. Above all else he wanted his own New Testament. Working from early morning until late at night, he made 453 feet of straw rope and, bringing it in his hands, he purchased a New Testament. The Korean Bible Society used the straw rope to bind up cartons of Scriptures when these were consigned to points served by the railway.

Even this sacrificial gift was not enough to pay the actual cost of the Korean New Testament. The difference is made up by the friends of the American Bible Society which, in co-operation with the Korean Bible Society, distributed 646,843 volumes of the Scriptures last year.

A Korean boy with the straw rope he made to exchange for a Bible.

Photo by American Bible Society



In Everything Give Thanks



The mountains and sea call forth gratefulness to our God.

Religious News Service Photo.

There is no national holiday that Americans enjoy more than Thanksgiving. On this day above all others we are mindful of the heritage that is ours. Whether we trace our forebears to an early sailing vessel or an immigrant ship of recent years, it is easy for us to identify ourselves with the reverent crowd who gathered to hear Governor Bradford proclaim the first Thanksgiving on November 29, 1621, and to thrill, as did those pioneers, at the goodness and greatness of this our America.

Family gatherings around well-laden tables on Thanksgiving Day have become a favorite American tradition. All over the land in the weeks before the holiday great preparations are made. Homes are cleaned and decorated, silver polished, and a

menu planned that will do justice to a well-browned turkey.

Yet if we are true to our heritage, we will remember that there is a deeper preparation called for in this season than that which satisfies our physical appetites alone. It is the preparation of a grateful heart. Attempts to express our gratitude in three different ways may help get our hearts ready for the real feast of Thanksgiving.

The first, of course, would be, in the words of Governor Bradford, "to render thanksgiving to Almighty God for all his blessings." Poet Corlandt Sayres describes in rhyme a dream in which he received a bill from life. On it were listed the dawns and the sunsets, the flowers, the stars and the sea, his friends, his love—all the blessings of his life.

Seeing this abundance in one magnificent picture, his heart filled to overflowing and he burst forth:

"I wondered when I waked
at day,
How—how in God's name—I
could pay."

Who has not felt like this? "Though our mouths were full of song as the sea," says a prayer from the Hebrew morning service, "and our tongues of exaltation as the multitude of its waves . . . we should still be unable to thank Thee . . . O Lord, our God . . . for one ten thousandth part of the bounties which Thou hast bestowed upon our Fathers and upon us."

Being thankful for our blessings is a fairly easy exercise, but along comes St. Paul and compli-

"Being thankful for our blessings is a fairly easy exercise, but along comes St. Paul and complicates things."

by Barbara V. Myers

cates things. It is easy enough, he says, in his letter to the Thesalonians, to be grateful for just the good things. Our need is "in everything [to] give thanks." This is much more difficult. Nels Ferré, in his book, *Strengthening the Spiritual Life*, tells that at one time in his life he was very much discouraged with long weeks of suffering with pains of arthritis. A prayer, reflecting his despair, was overheard by his mother. "Nels," she reproved "that's no way to pray. Thank him and praise him." "This I did," he says. "Then I better understood what adoration meant. God's will is constantly for the best. Come what may, he is to be thanked and praised."

A modern parable tells of two men who were riding in a train whose roadbed was extremely rough. One man cursed and complained every time they hit a bump, and he alighted from the train cross and exhausted. The other man sang "Hallelujah" each time the train hit a rough spot. He reached his destination calm in spirit and nearly as fresh as when he had started. By journeying the entire trip with praise on his lips, he made the bumps turn into blessings!

We are sometimes slower with gratitude to members of our own family than we mean to be. Children and parents need to express their delight in each other. Al Vermeer's delightful little cartoon character, "Priscilla," expresses the true spirit of family

thanksgiving when, after her "Pop" has granted some girlish desire, she ecstatically exclaims, "I'm glad we married him!" "Pop's" chest swells a little bigger; and we can almost feel the love grow between them every time there is an occasion for a hearty thank you. Married couples need to continue the small loving words

that they may have dropped after the honeymoon. It has been said that "a compliment a day keeps divorce far away."

One family have put gratitude into their Thanksgiving celebration by annually writing letters to two or three people who have meant much to them during

(Continued on page 28)



Religious News Service Photo.

It is easy to give thanks for the good things. Our need is "in everything to give thanks."

Neighborliness



When Maria Dunsmore had awakened in the night to hear hail beating against the house, her first thought had been, "I must not wake Norm." Then she thought, "Oh, my poor garden."

The morning light revealed that, while her husband refused to thank her for letting him sleep, she had not wasted her concern for her plants. Flowers, vegetables, and bushes lay bent and broken. Leaves dotted the lawn.

Immediately after breakfast Maria took stakes and string and garden tools and started to repair the damage as well as she could. Norm offered to help; but she said, "No, it's your vacation, just go and relax."

He had rewarded her—as he had so often lately—by merely growling, "How can I relax with you working so hard?" With that he had slammed the door and had gone back into the house.

Maria tried to shrug off his ingratitude as she set to work; but it weighted her down. She really tried to make things easy for him; and he didn't seem to appreciate a single one of her sacrifices.

Maria had barely started her work when her new young neighbor, Georgia Lindsay, came out of her little white house next door and cried out in dismay at the sight of her bushes.

"Oh, I don't know where to start!" the girl wailed. "These things need attention right away—with a window broken in the kitchen; and I have a mess to clean up in there, too."

"Why, I'll gladly fix your plants for you if you want me to," said Maria in her most neighborly tone.

"Thank you so much; you're very kind," said Georgia, responding with a glow to such magnanimity, "but I couldn't accept—"

"Now what a neighbors good for if they can't help each other?" asked Maria.

Georgia smiled. "The world needs more neighbors like you," she said, before disappearing into the house.

Maria smiled with satisfaction. Her soul grew hungry for words like those, since her older neighbors and her husband had taken to turning off favors with shrugs and scowls. Maria picked up her implements and transferred them to her neighbor's yard. As she worked, she could hear the tinkling of glass and the swish of a broom as Georgia put her small kitchen to rights. Maria had almost finished when she smelled the coffee.

"Hmph!" she muttered. She would have gone on to make a remark about people who make coffee

by Lois Duffield

"How can you call it charity?" exploded Maria. "We're neighbors! Neighbors are supposed to help each other!"

while others do their work, if Georgia had not appeared at the door almost immediately.

"You're all done!" Georgia exclaimed. "Thank you so much. Now wouldn't you like to come in and have some coffee with me?"

"No, thanks," said Maria stiffly. "I still have my own garden to do."

Georgia looked next door. With a cry of surprise she exclaimed, "Why you did my yard first! How thoughtful of you! Now I'll help you with your garden, and then we'll have our coffee."

"No, thank you," said Maria grimly. "I never let anyone touch my plants except myself."

"Oh, I see," said Georgia in a small voice, a thoughtful frown forming between her eyes.

"A fine show of gratitude," fumed Maria to herself as she crossed over to her own garden. "Slave away for over an hour, and all I get is a frown!" She bent, scowling, to her work.

Maria was too used to ingratitude to hold a grudge and remained on friendly terms with Georgia. She soon found an opportunity to offer her services again. Georgia showed Maria the material that she had bought to make school clothes for her children.

"I'm not much of a seamstress," said Maria, "but I'm a whiz with scissors. I can cut them out for you."

"No, thanks," said Georgia evenly. "I can manage by myself."

"Of course you can," said Maria, holding on to her temper with both hands. "But I'll gladly help, and I know you can find a lot of other things that you would rather do."

"I'm sorry," said Georgia quietly. "I can't accept charity."

"How can you call it charity?" exploded Maria. "We're neighbors! Neighbors are supposed to help each other!"

"I always thought that neighborliness meant sharing," said Georgia calmly. "When you only want to give favors and never accept any in return, I don't call that sharing—I call that charity. Some people need charity. I don't."

Maria stared at her young neighbor in stunned silence. A parade moved through her brain, the favors that she had given marching side by side with the return favors that she had refused. Her neighbors' dislike and her husband's snappishness came sharply into focus. Georgia had scored a bull's eye.

Humbly, Maria said, "I told you I'm not much of a seamstress. I started a dress that I can't finish. If you'll help me finish it, I'll cut out your children's school clothes. Is it a deal?"

"It's a deal," smiled Georgia, "Neighbor."



Questions About. . .

by F. E. Davison



Eva Luoma Photos

"Retirement gives a couple the chance to get acquainted with each other and to thank God for the privilege of being allowed to spend their sunset years together."

Should a couple plan for retirement? We plan for a college education, and into that plan goes a choice of a college, the courses to be taken, clothes to be purchased, and finances. A couple plan their wedding—a definite date is set; the hope chest is enlarged; an apartment is rented; and the honeymoon destination is determined. A family plan for a new home. They agree on a location; they draw the final plans; they secure a builder and then spend much time in the offices of a building and loan company. If all these and other important events require careful planning, then why not plan for that inevitable and sometimes perplexing event that we call retirement?

Some may claim that there is no need to plan for retirement, for it will come along anyway. All one has to do is to live long enough. How true! But without planning retirement can be a tragedy, while with planning it can be made the crowning experience of a couple's life. Dreams of the past can be realized; children and grandchildren can be blessed;

new skills perhaps can be developed; and mankind can be served with both old and new skills. With careful planning retirement can be lifted from boredom to high joy.

When should such planning start? Some say that a couple should start making plans for their retirement at forty; others say fifty; and still others claim that only a year or two before retirement is needed to make such plans. Wise planning moves the date forward many years. It would seem well that newlyweds upon returning from their honeymoon start planning for their retirement.

Insurance counselors will advise that retirement insurance be purchased very early in one's career. Most of those who are in the business, professional, or industrial fields are given pension opportunities. Some try to dodge these responsibilities on the grounds that they cannot afford to pay into the pension fund. There people are only blind to the fact that the day of retirement will most surely come. It is not the intention of this article, however, to

PLANNING FOR RETIREMENT

**We plan for a college education, the wedding, the new home—
“with careful planning retirement can be lifted from boredom to
high joy.”**

pose as an adviser on economic preparation for retirement. We do maintain that if retirement is to be a blessing instead of a curse, there needs to be some undergirding of that period of life.

The real joy of retirement will depend greatly upon the satisfaction that one has had in the days of production and full activity. To look back on times when things worthwhile were achieved and when life was shared in the building of a better world, will be the great satisfactions in retirement. Parents who build a joyous home and rear children who have ideals and purposes are putting stars in their sky of retirement. The young professional man who uses his skills to help the unfortunate and underprivileged will put padding in his easy chair of retirement. These rewarding pictures cannot be painted during the last two or three years before retirement. Such pictures are the result of an entire career of unselfish effort.

What suggestions do you have to offer? The writer of this article is not a psychiatrist. He is just a minister who has had to face the calendar and admit that retirement time does catch up with one. After two years of retirement from the active pastorate, I stand ready to declare that the time of retirement offers many satisfactions that the more strenuous years of activity deny. Just a few “Do’s and Dont’s” will be suggested for what they may be worth.

Do not think that money is all you need. Some money will be needed, but it is folly to think that your earning capacity and ability is the same as it was when you were younger. Dr. Abe Cory met Bishop McDowell after the bishop’s retirement and said, “Bishop, I have not seen you since you retired. How are you anyway?” The bishop replied, “Brother Abe, I never felt better in my life. I could never preach better than I can now, and I could never do more work than I can do right now—all of which I believe, but none of which is true.” The bishop sounded an important note for us all. We may try to think that we are just as produc-



Religious News Service Photo.

It is difficult for the young child to learn to write. Time, skill and special instruction will be needed. Likewise, retirement needs to be planned if it is to be the “crowning experience” of life.



What will be my earning power? What will I do with my time? Where shall I live? How can I continue to serve the church? These and many other questions concerning retirement are answered by Mr. Davison.

tive as we used to be; but in our honest moments we know that we are not.

Many couples retire with plenty of money; but after the first four months they are bored to death. Not infrequently, death creeps up through boredom. We need to have a sense of being needed; and in order to achieve, a part of our retired time must be spent in service to others. Two automobiles in the garage and a high-powered motorboat may impress the folk who live next door; but it takes much more than that to bring joy to days of retirement.

Recently, a successful businessman said to me, "I am within three years of retirement. My wife and I are looking forward to it; for we plan to move to the community where the college that we love is located. I intend to give my time to the college at a salary of one dollar a year. I have had much experience in public relations, and I think that I can serve the college in that capacity." Such a service will not only mean much to the college, it will also permit the retired businessman and his lovely wife to enjoy the years ahead.

Take time to play, but don't make play your business. During the past two years I have observed hundreds of retired people. Some of these folk do not know how to play. Still others seem to think that because they have retired, all of their time should be spent on the golf course, at the shuffleboards, or in fishing boats. Play not only makes for health, but tends to prolong life when it is used for recreation purposes. When one becomes a slave to play, however, it can be just as hard on the heart as too much work. Some may say, "I spent seventy years at hard work; now, I am going to spend all my time at play." It is tragic if during seventy years those people never learned the relaxation that comes through play. It is not likely that play now will have many relaxing powers. That person will be just as tense at play as he was at work.

Love your children and grandchildren, but let them live their own lives. It will be well to plan your place of retirement not too far from your children and grandchildren—but not next door to them either. Sometimes such an arrangement works; but more often it presents perplexing problems for all concerned. In choosing a place for

retirement any couple should keep their children in mind; but climate, scenery, opportunities for friendship, proximity to physicians, and many other things should also be considered.

Keep your old friends, but know the joy of making new ones. Some in retirement say that they do not feel at home at their church, because they know so few people there. That remark is not a reflection on the church, but upon the person who makes it. We value our old friends very much, but we should also acquire new friends. Retirement presents a wonderful opportunity for cultivating friendships. I recently returned from a five thousand mile trip. The great joy of this trip was not the travel or even the beautiful scenery which we saw, but the new friends that we had the privilege of making.

Use your retirement for greater service to your community and your church. A couple of years ago a former parishioner of mine said to me, "When I used to attend your church, I was under the pressures of business and went to church only for what I could get out of it. I gave little in return. Now that I am retired, I would like to go to church with the thought of contributing some service. What do you suggest?" We had a long talk about his present church and the pastor who serves it. Recently, I read that that church has raised sufficient funds to build a new educational building—the first added equipment that the church has made in fifty-three years. I also noted with a bit of pride that the chairman of the committee that raised those funds was none other than my former parishioner. You may not feel capable of undertaking large tasks; but your enthusiastic support will mean much to your pastor and your church.

Perhaps one more bit of important advice is in order, and it is this: *Never try to advise other couples on the subject of retirement.* (The only exception to this rule is when you have been asked to write an article on the subject.) Not as advice but as testimony I would like to say that retirement gives a couple the chance to get reacquainted with each other and to thank God for the privilege of being allowed to spend their sunset years together.

A Family Finds HIDDEN TREASURE

by Geneve Selsor

Have you relegated story time to a storage shelf? If so, you may need to rediscover its value for you and your family as our author did.

I am the mother of two children, an ordinary housewife doing ordinary duties around the home, school, and church. I have done other things, though. For instance, I was marooned with a pet rooster and little black dog on a housetop in the middle of a huge flood when I was five. I lived in a cave and hunted wild animals with a club. I met Friday on a sandy beach; sailed with Long John Silver and found hidden treasures.

You don't believe me? Well, I don't blame you, except for the part about hidden treasures. I can assure you that I found hidden treasure when I was five and a half, and I've been finding it ever since.

One of my earliest memories is that of my older sister reading aloud to me. I was oblivious to reality as I listened to the perils of Billy Bangs as he floated on the rooftop of his home, being swept away by the flood. What flood and where he landed I do not remember; but many nights I fell asleep thinking of what I would do if I were marooned on a housetop with my pet rooster and little black dog.

I remember, too, the stories read aloud on Friday afternoon by my teachers. They were my introduction to *Robinson Crusoe*, *Treasure Island*, and *Doctor Doolittle*.

When my own children were preschool age, I always read a story to them before bedtime. It calmed them, soothed me, and made them receptive to good-night confidences and prayers.

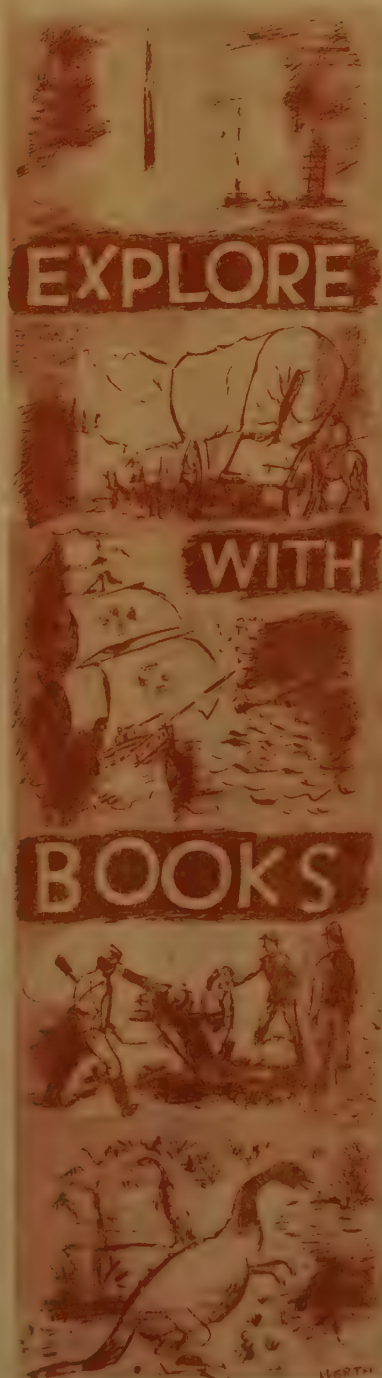
When they entered public school, however, we put up the storybooks and substituted home-

work for story time. Television invaded our home, and it was so easy to say, "Just one more show, then bedtime, children." Before I was aware of what had happened, our story time had been relegated to the storage closet along with diapers and rattles. The hidden treasure that I had found in books was not to be found on television, it seemed.

When I thought of this at all, I blamed television for the disinterest in books. Then one summer when the children were six and nine, we were faced with a long vacation trip. We would be in the car for some two thousand miles of driving; and the children were less than enthusiastic about it. It was up to me to think of something that we could do to make the trip pleasant and profitable for the four of us.

So in addition to games suitable to play in a car, I added three books which I thought I might read aloud. The first book was *The Little House in the Big Woods* (Laura Wilder), which had been given to the children at Christmas. The second book was *Little Britches* (Ralph Moody), chosen because we were going to Colorado, and this story was about the Colorado boyhood of Ralph Moody. The third book was Jack London's *Call of the Wild*, because this was a dog story.

We laughed, cried, and lived with the children and animals of these books. They were real in a way that no TV show characters can be. They entered into our family and have remained to influence our lives. From that summer on we have read aloud about sixty books, none of which I chose





A Family Finds Hidden Treasure

as mere entertainment or for a child's mind and vocabulary. Since I was reading the books aloud, vocabulary was no problem. The word meaning was apparent from the context; or if it needed explanation, I supplied it and continued with the story.

We read all the *Little House* books; and one summer we visited the last home of Laura Wilder. We shall live with these four girls all our lives. The children whom I love and guide will, I hope, pass these books and stories on to their children. These stories and others like them lead my children to an appreciation of the joys and sorrows of a childhood long ago. Through their identification with these children, my own children can appreciate their childhood and look beyond to what the future holds for them with anticipation and courage.

I reread books such as *Kidnapped* and *The Black Arrow* and met them through the eyes of my children. It was a renewal of old friendships, for the classics of any age gather strength and appeal. They "mount up with wings as the eagle"; and while it was the first trip through the books for Carol and David, the second trip for me was no less enjoyable.

Reading aloud became a part of our family living. I chose most of the books, but never forced any onto the children. I began with those which interested me and offered some area of identification for the children. The books were biographical, humorous, historical, classic, and casual. I had no intention of reading the "fifty best

books for children." I offered them a choice, so that they could in the future know that a biography was as thrilling as a book of adventure or magic.

For instance, I read *Amos Fortune* to them, because we live in the South and it presented a factual, sympathetic story of a real person and how, through his own merit, he was able to win recognition for himself and his people. Then the integration issues meant something to Carol and David, because Amos Fortune personified the potentials of his people.

All of the books that we have read offer guidance for our thinking and actions; and it is not necessary to underline or moralize on this guidance. From Mr. Toad in *Wind in the Willows* to the biography of *Gene Rhoades, Cowboy*, the truths of life are there. We, the readers, whether we are young or old, are led from one truth to another as we increase in our knowledge and enjoyment.

We read not only at bedtime and on trips. We read while we printed Christmas cards or carved totem poles or enameled copper jewelry. Sometimes it seemed wise not to plunge from one book into another, but to wait until someone requested a certain book.

Why is our family reading important enough to discuss? Why do I want to influence anyone's thinking or persuade another family to read aloud? Because I want them to find the treasures that we have found.

This question can also be answered by another question. What do we want for our children? Although parents answer in various

ways, most of them want their children to be happy and well thought of by others. Reading good books is a way of achieving this end, for reading is a basic tool of living. Words are recorded thoughts; and while pictures are thought forms, too, they can supplement but not replace written thoughts. Unless we want our children to start barehanded to build their lives, we had better introduce them to other men's suggestions and conclusions for building.

We need the printed word to live by, laugh by, and love by. Books are written to answer or to instruct, but they never force their way into your presence. You can find their meaning only with effort. You cannot be part of the mass audience reached by an easier form of entertainment. Easy, effortless entertainment makes weak participants.

Last night's TV shows and today's newspapers are lost to tomorrow's child. We cannot roll back the TV show; but the books of yesterday, having gathered strength as well as dust, are waiting for an eager Aladdin to dust off their covers and guide their magic carpets into his life.

Our reading aloud is a shared experience. Our family circle is drawn together. The conflicting schedules, interests, and self-concerns are forgotten for a time and we stand together. Our conversations and thoughts are of mutual interest. We learn together; and at the conclusion of each book we know that we are richer and wiser for the experience.

LIKE JOB, I BOIL

by Don Heron



I am the 17-year-old son of problem parents.

Mostly, you hear about the problem teen-agers who cause trouble because you can't get them to church.

But what about me—and others like me—who have parents we can't get *away* from church on Sundays?

My church school class meets while my father is in congregational worship and my mother is circulating around the educational plant. I like my teacher and our discussions. But when class dismisses at 12 o'clock, I'm ready to go home and eat dinner.

I walk through the narthex. Dad says, "You can go on to the car—I have to help straighten up the hymnals."

I walk down the hall to the office. Mom says, "I'll be ready in a minute—just as soon as I find a Bible atlas for Mr. Gilley. You go on to the car."

I go. I'm the family chauffeur. In cold weather I decide to warm up the engine. All around me the cars pull out. I move our car closer to the main entrance, turn off the motor.

It's 12:18—but does that hurry my folks? No. Do they care that I have to study for a big test in advanced algebra tomorrow or that there's an important basketball game on TV at one o'clock? No!

I resolve to see if I can hurry them along. But when I open the door into the narthex, there is Dad giving his special conducted tour to a couple of visitors.

"These wood carvings are very unusual," he is saying. "This one shows Moses with the Ten Commandments—"

I make another try for Mom. She's standing at the door of one of those rooms where the little kids meet, telling a woman, "Don't worry if Sandra cries for a Sunday or two—"

I put on a tough look, and Mom says, "Oh, son,

will you carry that box of missionary banks out to the car so we can store them in the attic. I'll be out in just a minute."

At 12:25 I think she's really going to make it. She gets clear to the car, starts to step in—I turn on the motor—when Mr. Beadles, the caretaker, sticks his head out the church door.

"Telephone for you," he calls. "Mrs. Martin's little boy got home with the **wrong** coat, and she wants you to look—"

I turn off the motor. One of my friends passes, yells, "Your dad's looking for you."

I back up the car. Sure enough, Dad went out the side door and is walking back and forth where we originally parked. I picked him up. We go back to the main entrance, and there stands Mom looking sort of hurt as though she thought we'd gone off and left her.

Finally, at 12:35 we're all three in the car.

Half a block away, Mom gasps, "Oh-h-h, I forgot—"

I slow down, groan softly, "Oh, no!" Like Job, I boil.

". . . to ask Mr. Beadles for the keys to the kitchenette—but I'll just have to come back tomorrow and get them." She sounds noble.

I turn the car around.

It doesn't take advanced algebra for me to figure that if all the hours I have been held up after church by my father and mother were added together, they would equal at least one 12-inning baseball game plus three Buccaneers and four Jim Bowie TV shows.

I ask you—don't I deserve an award for "patience"?

The teen-age son of two active church workers—I also serve who only sit and wait.

It is November! Throughout our land families are preparing for Thanksgiving! Families in city homes, suburban homes, rural homes; families in wealthy homes, middle-class homes, poor homes; families of various religious faiths and some of no particular faith are making preparations for observing in a special way Thanksgiving Day. Churches throughout our country arrange services of worship, recognizing this day as an important one for church people.

Plans for Thanksgiving observances are as varied as the homes and the churches in which families will be celebrating the day. Regardless of the kind of home, the kind of family, the kind of service or the kind of observance there will be one element of similarity—one important emphasis in all! That element is food!

Why does food receive primary attention on this day, one might ask. Surely Thanksgiving is more than giving thanks for food. Yes, Thanksgiving means feeling and expressing thanks to God for his many good gifts to us and such expressions of thanks should not be limited to food alone.

Yet it is appropriate for food to occupy the central place. For food is necessary to life! Not one of us can live without it. In fact, God's gift of life to us is so directly connected with his gift of food that we cannot have life without the food. This is part of God's plan for his highest creation, man.

Within the world, God put an abundance of resources to fill and to satisfy man's physical needs and desires. The resources are more than adequate.

God also gave man a mind that could reason and make use of these resources. Man at times has risen to the challenge of discovering uses of the various resources and of increasing both productivity and conservation.

It is shocking then to hear the statement that over half of the world's population goes to bed each night hungry! It is even more shocking to children who think of God's gifts and plans as good for all men.

Can this hunger be so? And if so, how?

The statement is a fact and there are at least two reasons that this situation exists. Perhaps the reasons are evident. One is the unequal distribution of resources and the other is the failure on the part of man to use the resources in such a way that everyone can be adequately fed. So it is that many people, especially in this land of ours, have an abundance and have never experienced real hunger, while millions in other countries have never known the feeling of being physically satisfied and of being without the pangs of hunger. Children can understand this.

Why does God let such conditions exist? Where is his good plan in all of this? These are questions that might arise next in one's mind.

If we were not Christians, we might reason, like many people of primitive faiths, that whatever happens is God's will and that because these conditions exist, he wills them so. As Christians, however, we realize that the people who are hungry, needy, and

Thanksgiving Is

by Juanita Purvis Shacklett

not able to provide food for themselves and their families, are also a part of God's creation. They, too, belong to the human race. They are individuals, personalities, human beings who have the right to life, to the necessities of life, and to the resources God provided for his people.

As Christians, then, we who have an abundance, have a responsibility to these persons who have not enough food to maintain healthy bodies for themselves and their families.

Christians with a genuine love and concern for others find ways to put that love and concern into action. There are many opportunities and channels for helping others. Children in a family can help to plan and carry out such action. This may be packing a box of food for a needy family in one's own neighborhood, for persons in an institution, or contributing funds to provide a box to be sent to needy persons in other lands. Such contributions can be made through CHURCH WORLD SERVICE, CARE, CROP or some other plan originated by the churches or by our government to help share our surpluses with the needy of other countries.

Hand in hand, figuratively speaking, with the responsibility of Christians for responding to human need is the opportunity for the enrichment of one's own life. It is not possible, at least for this writer, to put into effective words an accurate or vivid description of the feeling of well-being, of closeness to God that can come from the experience of responding to another's need. A child might describe it by saying, "I feel good inside." As we respond to other's needs, we are responding to Christ. Remember Jesus' words, "'Truly, I say to you, as you did it to one of the least of these my brethren, you did it to me.'" (Matthew 25:40.)

We are also workers with God for we are showing concern for the well-being of his people. In this way, we witness to our belief in his steadfast love for us and for all mankind. What a high privilege to be a co-worker with God in providing for one's self and for his other children.

Our hearts fill to overflowing with gratitude at

Thanks Living

How we can live our thanks to God

these thoughts. How grateful we are for God's gift of life. How wonderful it is to be alive and able to give thanks. Thanksgiving? A day for giving thanks? It should be "Thanks Living"—and every day of our lives! Just one day a year, when we have special services of worship and plan to share our abundance with some who have less, is not enough to express our gratitude for God's gifts to us.

Daily, we can "live" our thanks. How? There are many ways and they will vary according to the individuals, their communities, and their situations. A few suggestions may be included here for consideration, however.

Begin with self. In order to "live" thanks, one must honestly feel thankful. Take time each day to consider some of the things (or persons) for which you are most grateful. This can be done going to or from work or while you are doing some household task, such as washing dishes. Express your thanks to God, even if you do it silently and wordlessly.

Use your eyes and ears to see, to read, to learn about and to become more aware of persons as individuals, what their needs are, and what is or can be done to help meet those needs.

Let the members of your family, your friends, your business associates know you appreciate them. Kind words, thoughtful acts, and sincere attention are evidences of that appreciation. They reflect a spirit and attitude of thankfulness. Such a spirit and attitude are a necessary part of "Thanks Living."

Influence your home. Share with your family—your husband or wife and your children, or whoever lives with you—your own joy in living and your interest in and concern for others.

Through your own generosity and attitude toward giving, set an example for your children so that they grow in their own awareness of the needs and rights of all people and so that they cannot grow up to be contented when there are others who are in need.

Take an interest in the letters, offering envelopes, or boxes that the children may bring home from church school in connection with a special project in which they are interested.

Spend time together, as a family, enjoying one another, sharing interest, and being thankful.

Expand your family circle of love by opening your home and your hearts to persons who are lonely or far from their own home.

Work with others. Join with others in your church and in your community in discovering and meeting the needs of persons both in your neighborhood and land, and in the countries that are distant. Have fun working together to help others.

Let your own enthusiasm and aggressiveness help to create interest within others.

Give encouragement and support to worthy projects and to persons working for those projects.

Become well informed about the channels of service open through your local church, your own brotherhood or denomination, and through interdenominational programs.

These are only a few suggestions of ways to live our thanks. Many others could be added. These are sufficient to indicate that it can be done!

Our lives *can* radiate our thanks. Let us so live that our children and persons who meet us will know that every day for us is Thanksgiving because Thanksgiving is really "Thanks Living!"



Photo by H. Armstrong Roberts

The family can share joy in the routine tasks of daily living. Make work the joy that it can and should be.

If you're thankful for large blessings,
 Also thankful for the small,
 If you're thankful—just plain thankful,
 For your blessings one and all;
 You'll be welcome at our social,
 And like the Pilgrim band of yore,
 Join in a gathering all together
 To express our thanks the more.

| Date | Place | Hour |
|------|-------|------|
|------|-------|------|

As the Pilgrims prefaced their games and entertainment with more solemn thoughts on the reasons for giving thanks, so we, too, can preface our merriment with a contest to see how much the guests really know about Thanksgiving, past and present.

To each arriving guest hand a pencil and sheet of paper on which the following questions appear, and ask them to hunt for the answers from the other guests. In this way they will have a chance to say hello to the other neighbors while finding help with their answers.

1. Name the group of people credited with being the first to observe Thanksgiving in North America.
2. In what year did this Thanksgiving observance occur?
3. Whom did the Pilgrims have as guests on this occasion?
4. How long did the celebration last?
5. What people observed a feast of thanksgiving for a whole week?
6. What is the earliest Bible record that we have of a special time being set aside for a feast of thanksgiving?
7. Had the Pilgrims expected the Indian visitors?
8. Did the Indians outnumber the Pilgrims?
9. How did the Pilgrims entertain their guests

when they couldn't understand their language?
 10. When do we observe Thanksgiving Day?

Answers

1. The Mayflower Pilgrims.
2. In December of 1621.
3. The Indian chief, Massasoit, and ninety of his braves.
4. Three days.
5. The children of Israel, Leviticus 23:39.
6. Exodus 23:16.
7. No, but they made them welcome.
8. Yes! There were ninety-one Indians and only fifty-five Pilgrims at that first Thanksgiving feast.
9. By feeding them first, then entertaining with games of skill, military marching by the Pilgrims, and tribal dancing by the Indians.
10. The last Thursday in November.

After those present have had a chance to greet each other, the papers may be collected, graded, and an award given to the one having answered the most questions correctly.

Chief Massasoit is a good game with which to start the evening's entertainment, as any number can play. Those taking part are seated in a circle, with the chief in the center. Standing before the first player of his choice, the chief grunts three times, then says, "I am big chief! What will you give me for peace?" The player spoken to must then tell what gift he will bestow, but must not use the words *yes*, *no*, *I*, *me*, or *my* in his answer. The player, not having been told of these words beforehand, is likely to say, "I will give you my handkerchief," or some handy object. In that case the *I*, *you*, and *my* words eliminate him from the game, which proceeds until all are out. The last player

Our Thankful Social



receives a chocolate turkey for a prize. The chief also may be put out of the game if he forgets to grunt three times as he approaches a player. In this case the first player who loses out takes the chief's place, and so on.

The social, being a large affair, will have guests of all ages present. So a variety of forms of amusement for their entertainment should be provided. For example, an Indian wrestle can occupy the younger boys' interest, while other games for the teens and older groups are in progress.

Indian wrestle is played as follows. Two boys of equal size lie flat on their backs, side by side, with their heads in opposite directions. The left legs must be kept on the floor and extended straight out from their bodies, while their right legs are locked together. Each then tries to see which one can first turn his opponent over. One of the men present should be chosen to oversee the playing of this game, and also the next one.

Indian Pull-away. This is played in pairs. A broomstick is provided for each couple of contestants. Each pair of boys sit on the floor facing each other, brace each other's feet by placing their own against them, and each taking hold of the stick tries to see who can wrest it from the hands of the other.

While these Indian games are in progress, the older guests may be having a penicil and paper contest on a Thanksgiving word building game. At the head of each sheet of paper have printed in large letters the word *Thanksgiving*. The prize winner will be the one who, in the allotted time of ten minutes, has discovered the longest list of words hidden in *Thanksgiving*. Here are a few that will be seen at once; but more can be found with a little study: tan, tin, sin, sag, hat, vat, sang, snag, viking, thing, saving, sank, and king.

I Have a Turkey. The players sit in a circle. The leader starts the game by turning to his right-hand neighbor and saying, "I have a turkey." The neighbor asks, "What kind of turkey?" The first speaker then replies, "A toothless turkey," or "a tacky turkey," using any descriptive adjective for the turkey that begins with the letter T. The more unusual or uncomplimentary the adjective, the more amusing the game. Each player must answer before the leader can count to ten. Some of the words beginning with T that can be used to describe a turkey are tailless, talented, talking, tame, tardy, tattooed, tearful, telltale, tense, ticklish, trained, titled, Tom, tragic, trusty, and tranquil.

The person addressed then turns to his right-hand neighbor and informs him that he has a turkey, and so on around and around the circle until the T adjectives are used up. The person who cannot think of a descriptive T word then leaves the game; and the number two letter of the word *Thanksgiving*, which is H, is put into play in the same manner. Some descriptive H adjectives could be haggard, hollow, handy, happy, handsome, haughty, healthy, hexed, hobo, honest, huffy, and hysterical.

When the game reaches the more difficult letter V, the following words are expressive: vagabond, vagrant, valorous, valuable, vein, venerable, vibrant, vigilant, and vigorous. Each player who cannot answer before the count of ten drops out of the game, until only one person is left to receive the award.

Little individual pumpkin pies topped with whipped cream, served with coffee for the older guests and cocoa for the youngsters, make ideal refreshments for a social at Thanksgiving time.

Chocolate turkeys, little boxes of "corn" candy, candleholders made from polished red apples, and tiny baskets of salted nuts are suitable awards for the winners in the various games.



by Loie Brandom

Worship in the Family with Children

To Use with Younger Children

Thanksgiving

It was nearly Thanksgiving. On Sunday, David brought home from church school some place cards he had made for the dinner table on Thanksgiving Day.

"They will make our table look nice," Mother said with a smile. "We will need to plan for the other things we will need for Thanksgiving Day."

"I know," David said. "We should use some of the things

we've grown and harvested here on our own farm!"

"That's a good idea," Father said.

"Fine!" Mother said happily. "When you get home from school tomorrow, you and Marilyn can take your wagon and fill it with the things you think we can use. It will help me a lot."

The next afternoon when the school bus brought the kinder-

garten children home, David came running into the house.

"I'm home," he called.

"And I'm all ready to help," Marilyn said.

David got his wagon from the garage. The children started to the barn where the fruit and vegetables were stored.

"Look at all the pumpkins!" Marilyn said.

David grinned. "Let's take this big one. It will make a lot of pies! And these nice red apples will make the table look nice. Here's a nice squash. Daddy likes baked squash. And here's a little pumpkin for the table."

"Need some help?" Father asked.

"Yes, please," David said. "We want this big pumpkin."

Father put it in the wagon, and the children carefully put in all the other things they had chosen.

As David pulled the wagon, Marilyn pushed. "Why do we have Thanksgiving?" she asked.

"To say a special 'thank you' to God for all the good things he plans," David answered.

Photo by Harold M. Lambert



Theme for November:

My World at Harvesttime

A Word to Parents

The materials on this page and on the next two pages are for your use in moments of worship with your children. If you have a family worship service daily in your home, some of the materials here may be used at that time. If you use *The Secret Place*, you may find that some of the materials fit into the meditations in that booklet.

To Use with Older Children

What I Like About Fall

One bright November morning as the family sat at the breakfast table, Father said, "What a beautiful morning! Fall is my favorite time of year!"

"I like each season," Mother said, "but this morning is nice!"

"I like the shocks of corn," Bobby said. "It's fun to play around them."

"I like the big yellow pumpkins," Peggy said.

"Since it is so near to Thanksgiving Day," Father said, "let's think about all the things we like about fall. This evening as we talk about what we've done all day, we will make a list."

This is what that family's list looked like:

The blue sky
The cool, crisp mornings
The warm sun
The bright leaves falling
The smell of smoke from burning leaves
Rain pattering on dry leaves
Blue smoke curling toward the sky
Warm light streaming from living room windows into the cool night
The comfort of warm clothes
The coziness of firelight dancing on the walls
God's plan for the harvest
Pop corn popping
The fragrance of ripe apples
Pumpkin pies cooling on the window sill

Frost crystals on the roof
Can you add to this list? Read these Scriptures to find out.

Genesis 8:22
Psalm 147:16-18
Job 37:6, 9-12
Job 38:19, 22, 25-27, 31-32
Genesis 1:16
Psalm 68:6a
Psalm 127:3-5a
Psalm 128:1-4
Genesis 1:29-30
Psalm 104:14
Isaiah 55:10
Psalm 65:9-13
Psalm 104:10-11
Proverbs 27:25-27
Proverbs 31:21-22
Isaiah 57:7e
Psalm 95:6
Psalm 96:1-3

Photo by Harold M. Lambert Studios



For Family Worship

Thanksgiving Day

For golden pumpkins in the field
That promise pumpkin pie;
For juicy apples, big and red,
a plentiful supply.

For heavy vines of purple grapes,
For carrots, beans and corn,
For nuts the wind has shaken down
Upon a frosty morn.

For all of these we thank You, God,
But special thanks we say
For food, and friends, and for Your love
Upon Thanksgiving Day.

—Belle Chapman Morrill

A Prayer

Dear Father, the squirrel came again today. He picked up a beechnut in his paws and then ran away. We think he is putting them away somewhere so he will have them to eat this winter. We thank you, dear God, that your little wild things know how to find food and store it away. We thank you that we have food, too. Amen.

—Frances Bourne Taft

Worship Center: For your worship center this month, an attractive arrangement of fruit and nuts would suggest the theme. Vegetables also make a nice arrangement with their rich coloring and foliage. Eggplant, squash, turnips, beets, carrots, and peppers may be placed around a small pumpkin. Children in the family may assume the responsibility for choosing the materials and setting up this center, and for keeping it fresh and attractive during the month. The Bible, of course, will be a part of your worship center. It may be open to the "Call to Worship" or to a favorite Scripture passage.

Call to Worship

O give thanks to the LORD, for he is good,
for his steadfast love endures for ever.

O give thanks to the God of gods,
for his steadfast love endures for ever.

O give thanks to the Lord of lords,
for his steadfast love endures for ever.

—Psalm 136:1-3.

Song: Use a favorite song of your family, or choose between "Oh, Give Thanks Unto the Lord," primary pupil's book for year three, fall quarter, page 22 and "Come, Ye Thankful People," junior pupil's book, year three, fall quarter, page 32.

Poem: Use one of the poems printed on this page, or choose from the primary pupil's book, year one, fall quarter, "Can You?" page 28, or "We Thank Thee, Father," found on page 31.

Sing, Happy Children, Sing

Sing to the Lord of harvest,
Sing, happy children, sing!
Tell of his peace and plenty,
Let your voices with rapture ring!

Leap to the hills in your gladness,
Hear how they laugh and sing,
The very rocks on their summits
With praise and thanksgiving ring.

Hark to the rolling river,
Hear how its song is poured
With freedom and splashing splendor,
A song of praise to the Lord.

Sing to the Lord of harvest,
Sing, happy children, sing!
Praise him, Lord of the harvest,
Let your hearts with thanksgiving ring!

—Mazelle Wildes Thomas¹

Thanksgiving

I will give thanks to the LORD with my whole heart;
I will tell of all thy wonderful deeds.

—Psalm 9:1.

¹From *Juniors*. Copyright, 1955, by the American Baptist Publication Society. Used by permission.

Story: If your children are young, use the story on page 18; if they are in the first three grades of school, choose between "The Time of Harvest," primary pupil's book, year one, fall quarter, beginning on page 26, and "The Sharing Thanksgiving," primary pupil's book, year two, fall quarter, beginning on page 23.

Song: Use the song not used previously.

Meditation: Plan your own meditation based upon the "Call to Worship," the poems, the songs, the story; or you may wish to use a printed meditation that is planned to contribute to this theme. If so, use one of the following: "The Angelus," primary pupil's book, year one, fall quarter, beginning on page 29; "Thanksgiving Is Thanks Living," junior pupil's book, year one, fall quarter, page 33.

Prayer: If your children are old enough or experienced enough to voice their own prayers, each one may express briefly his thanksgiving to God; or you may voice a prayer of thanks for your entire family. The prayer given here may be used if neither of these suggestions fits into your plan or purpose for your worship period: Dear God, we are glad for the changing seasons. Each one brings its own blessing. Just now we thank thee for the rich gifts of the harvest, but even more, for your good plan for food for all your creatures. Help us to remember your goodness and steadfast love to us. Amen.

though far away

by Betty A. Long

Jeff held a scrap of meat high for his little cocker spaniel, Snippy, to catch. He wished he was a pup; then he could be thankful for a lot more. As it was, he could not think of a thing for which to be thankful. His mother had to work and his father was way across the ocean writing news for the Army Correspondence. Though there was no war there were many things that made it impossible for his father to be home. Jeff sighed, and thought, "Oh, well, at least Mom will be home for Thanksgiving dinner. That will be something."

Snippy barked a sharp and loud call for the meat that was still dangling from Jeff's hand. Jeff dropped the meat and Snippy readily caught it in his mouth and ate it greedily. Jeff, on his knees, roughed the little dog with fond affection, momentarily forgetting the sadness and loneliness in his heart for his father.

Jeff was twelve and in the sixth grade. His mother, Mary Street, was a nurse in the local hospital. Her hours to work were long and unpredictable. The money was not actually the point of her working. It was the great need for nurses, and, Jeff thought, maybe she had to do it to keep from thinking too much about his father.

The kitchen door slammed, so Jeff knew his mother was bringing the groceries in as she always did when coming from work. He waited for her anxious call, "Jeff, are you home?" He did love to see her warm eyes and tender smile as she walked in taking off her coat, asking, "How was school today? Did we get any mail from Father?" There was a letter every day, so that always was read before anything else began.

After dinner Jeff and his mother watched their favorite television programs. They both were enthusiastic viewers of wrestling matches.

"Grandfather Street will be with us for dinner on Thanksgiving," Mother said.

"Hurrah!" Jeff shouted, and danced about with joy. Grandfather was so like his father, tall and stately. Grandfather was a minister and always helped Jeff see things that he could not quite understand.

Thanksgiving was not far away. This year a patriotic program was being used at school and Jeff was to be one of the Pilgrims that landed at Plymouth Rock. He had been chosen to sing "The Star-Spangled Banner."

Days slipped by and the regular routine was followed with the exception of a growing Thanksgiving spirit.

Jeff was a great success singing the National Anthem. He felt a surge of joy when the audience stood as he began to sing. When the program was over the Thanksgiving vacation began.

Jeff woke early and dressed slowly Thanksgiving

(Continued on page 30)



When Johnny's Teacher Says

by Marge Frank



Photo by A. Devaney, Inc., N. Y.

My teacher say this, my parents say the opposite, whom am I to believe?

"It was rather a shock when Betty (age seven) came home from school the other day and told me I was wrong, according to her teacher," a young mother confided in me the other day. "Until now everything we've told her has always been right. I guess now that she's in school things will be different!"

So, probably, each of us parents will be somewhat dismayed the first time our young Billy or Susie comes home and announces blandly, "Teacher says that isn't so!" Just when we believe our young sprout has begun to fit into the way we, in our family, do things and view things, there enters the disconcerting teacher to "throw a wrench into things."

Parents have a very real problem when they disagree with those who teach their children. Perhaps it's the kindergarten teacher who insists it is all right for Mary to drink her milk ice cold, when Mother has always insisted that it be warmed. Maybe it is the church's Youth Fellowship adviser who takes the group to a movie on Sunday, when Sunday movies have been forbidden in your home. Then again, it may be the college professor who has told John, "You cannot prove there is a God!"

For the kindergarten child this may be the first time he realizes that adults do not always think alike on such things as whether cold or warm milk is better for a five-year-old. Probably until now the adults he knows best, his parents and perhaps grandparents, were in agreement on such "basic issues" as the temperature of milk.

The discovery of disagreement among his elders probably will be a momentous one to him! It may take some real adjusting on his part to cope with this new situation. Parents will have to answer why warm milk is better than cold or give him cold hereafter.

For the older child and youth, however, the problem is not quite the same. The child who learns too late that all the world does not agree with Mom and Dad will be in for quite a shock when he finally makes that discovery. A parent has given his child a faulty "road map of life," if he allows him to reach adolescence believing there is little of importance to be said on any subject which has not been said already at home.

On the other hand, most young people under col-

You're WRONG!

lege age are not prepared to evaluate alone new opinions contrary to what they have long been taught. Too many disagreeing ideas among elders they love or respect about such basic things as moral values can be disastrous to their reaching a happy and mentally healthy maturity.

So we parents are rightly concerned when either younger or older children are bombarded too often with disagreeing ideas about basic conduct and beliefs. It may be well for a child to see some disagreements among his parents, teachers, and other adults he knows. But we parents must be heedful about the degree and types of disagreement which our young must face.

We may be quick to find fault with the Sunday church school teacher who teaches a different idea about the Bible than that in which we believe. Many of us throw up our hands at the schoolteacher who refuses to salute the American flag, or who may have too dogmatic ideas on the doctrines of evolution to suit us.

But just as dangerous to our offspring, if not more so, is the schoolteacher who does not go to church, or the Sunday school teacher who drinks alcoholic beverages. Though they may never mention the church or alcohol in their classes, by their actions, if these are known to their students, they have stated powerful opinions on these subjects. Those who teach youth, parents and teachers alike, have a terrible responsibility for teaching morals by their personal conduct.

What shall we do when we disagree with those who teach our children? And shall we here include other media besides professional school teachers, and semi-professional church school teachers? Such influences as relatives, neighbors and friends, TV, movies, and comic books are sometimes powerful teaching media.

First, our obligation is to re-examine our own beliefs. As we parents rethink our positions, our own character will grow along with that of our children. Here are some typical situations:

Donnie, age thirteen, comes home from school believing that the only thing important to his basketball coach is to win the games, by fair means or foul. We must now go over in our own minds why fair play is important, before we can talk intelligently to Donnie—or his coach.



Photo by A. Devaney, Inc., N. Y.

What shall we do when we disagree with those who teach our children? Our author has some suggestions; what do you think?

Ted, age seven, believes that when he gets old enough to carry a real gun, he will quickly settle all his difficulties with its help, having "learned" this from TV. We will have to line up our reasons for saying that it is better to solve things peacefully before we have a chance of convincing Ted.

Dorothy, age five, has picked up a rather vulgar and profane vocabulary from the neighbor, and displays it proudly to everyone. We had better be able to be more specific about why we do not say those words than just that they do not sound nice to make much impression on her permanently.

Second, we should try to realize that there are both important and relatively unimportant ways in which we may be in disagreement with those who teach.

Perhaps at the moment we are quite upset that the method Junior's teacher is using to teach him to read is getting poor results. Still, this is probably a matter over which we have little control, and her way will probably show better results in later years.

On the other hand when impressionable adolescent Nancy tells us her teacher believes formal marriage ties are obsolete and that we soon will be in an era of free love, we have a little different situation. Disagreement concerning method and style of teaching is quite different from disagreement over basic morals. We should separate these in our minds, classifying the latter as of much more concern.

Third, if the matter is not too threatening, we here have a grand opportunity to teach our youngsters to be tolerant of the viewpoints of others. To

disagree gracefully with another is a talent too few of us have acquired, perhaps because we were never taught how as children.

An older child can learn that though we may disagree intellectually with his church school teacher concerning the exact date of Jesus' birth, or who wrote the Letter to the Hebrews, we can still be friendly with the teacher.

When we consider how often we, as individuals, have been wrong about things of which we were once absolutely certain, and the number of times mankind as a whole has been wrong about such basic things as the shape of the earth, we should certainly be slow to condemn another man's views as absolutely faulty. We should surely try to make our children

understanding of the viewpoints of others.

Fourth, if the disagreement is truly threatening the present or future physical, mental, or moral well-being of our child, then we should go to the teacher who seems to us to be at fault.

If we will, in a self-controlled manner, talk with the child's teacher, we will usually find a person who has our youngster's good at heart as much as do we. Often we will find the problem to be basically a misunderstanding on someone's part. Perhaps the teacher might be willing to stand corrected. More than likely he will be willing to avoid the matter distressing you or your child.

The biggest problem of all we have saved until last. Most parents simply do not care very much

For "When Johnny's Teacher Says You're Wrong!"

Study Guide

I. Leader's Preparation

An enlightened, interested, well-prepared leader nearly always will ensure an interesting and worthwhile discussion program. The success of this program, then, rests in you, the leader. In order to prepare yourself you should:

1) Read the article—more than once preferably. Take notes as you read. Write down such things as points with which you agree or disagree and ideas concerning the subject which you note the author does not mention.

2) Spend some time thinking about this problem yourself before your meeting and if possible discuss it with several individuals. Note down their ideas on paper also.

3) Do make sure those who are to attend this meeting are aware before they arrive of the problem to be considered. Ask that they be prepared to contribute true life experiences pertinent to the subject.

II. Conducting the Meeting

Several possibilities for your meeting are here suggested. You, the leader, will choose the ideas which appeal most to you, keeping the abilities and needs of your group in mind as you make your choice.

We should like to suggest that your meeting be opened by prayer. Then you might give a short introduction to

awaken interest in the subject to be considered. Use to help you the notes you prepared in parts (1) and (2) of Section I. *Leader's Preparation*.

It might be well to have the study article reviewed for the benefit of those in your group who may not have read it. Keep this review to a maximum of ten minutes. You might ask someone else to prepare this review.

Here are some possibilities for continuing your program:

1) If there are either school or church school teachers in your group or otherwise available, they might be asked to prepare a panel discussion, using such topics as: "Seeing Controversial Issues from the Teacher's Point of View," and "Seeing Controversial Issues from the Parent's Point of View," and "Seeing Controversial Issues from the Child's Point of View." Instead, a teacher and parent might prepare a discussion using such topics as: "Teachers Do Not Understand the Problems They Make for Parents," and "Parents Do Not Understand the Problems They Make for Teachers."

2) You might like to try some experiments in role-playing. If this is a new method for your group, it means simply that one pretends to be, or takes the role of, someone else. Please carefully pick persons playing these roles. It might be well to warn the potential role-

players before the meeting, so they might be somewhat prepared.

Possibilities for role-playing include:

1) Two persons playing roles of parent and teacher. The parent is visiting a teacher with whom he seriously disagrees.

2) Parent and child. Child comes home to face his parent with a serious disagreement his teacher has with one of his parent's ideas.

After ten minutes or so of role-playing what might happen in life, perhaps your group would like to discuss other ways of handling these situations.

3) Ask your group to present the true life situations they have been preparing for your group's discussion.

All of these program suggestions may be supplemented from the group of *Questions for Discussion* to be found at the end of this *Study Guide*.

A very satisfactory conclusion for your meeting would be the showing of the film suggested under IV. *Available Helps*.

III. Questions for Discussion

1. Do most parents really care about what their children are learning from their teachers? Under what circumstances do they become interested? How can disinterested parents be awakened concerning public and church school education of their youngsters?

2. When we disagree with those who teach our children, what types of disagreements are really important? Be specific.

3. To whom does a teacher owe his first responsibility when there are conflicts of ideas between himself and others? To the child? The parents? His superiors? Himself? Can you see how he might not be able to please all? Give examples, if possible.

4. What can a parent do when his child's teacher is of different racial, religious, cultural, or educational background from his own, and thinks completely differently on life's basic issues?

(Continued on page 28)

about what their children are being taught. We find the evidence everywhere—the difficulty in obtaining church school teachers, the low attendance at PTA meetings, the lack of intellectual discussion in our homes with our children about what they are learning.

A well-educated young Protestant mother shocked me the other day by telling me she was considering sending her daughter to a Catholic school because the girls was too young for the public schools to take her. She seemed totally indifferent to the religious impact the Catholic school probably would have on that young mind.

This is a problem that will not be solved easily until we can educate more parents to the necessity for caring about what their child is learning. There

are some encouraging evidences that parents are awakening.

Some parent groups have made headway in “cleaning up” the comic books. Some churches have established successfully functioning educational committees, made up in the main of parents, to evaluate and aid the educational programs of their churches.

Still too little is being done! Indifferent parents make for indifferent teachers. Not only should we parents be alert to criticize the teachers, but certainly we should be equally quick to appreciate verbally their good methods with which we agree.

Parents and teachers together shall build a better tomorrow—by fashioning well the bodies and minds of the children of today.

BIBLEGRAM

by Hilda E. Allen

Guess the words defined below and write them over their numbered dashes. Then transfer each letter to the correspondingly numbered square in the pattern. The colored squares indicate word endings.

Reading from left to right, you will find that the filled pattern will contain a selected quotation from the Bible.

| | |
|---|--------------------|
| A Lassie ----- | 115 123 82 |
| B Billie or Nannie ----- | 45 112 105 59 |
| C Cried like an owl ----- | 111 33 78 56 16 55 |
| D Little Boy Blue's musical instrument ----- | 126 83 102 64 |
| E To deal out something in equal shares ----- | 20 43 15 80 27 14 |
| F To color something lightly ----- | 106 92 39 66 |
| G Gentle, or gracious ----- | 2 68 109 100 |
| H Puss in Boots ----- | 46 118 103 |
| I Mr. Goose ----- | 18 8 69 52 23 62 |
| J Sweetness in a comb ----- | 42 22 97 121 65 |
| K A stinging wasp ----- | 7 61 17 75 25 9 |
| L Cuba's capital ----- | 85 12 36 51 44 63 |
| M Favorite distance for runners ----- | 128 58 114 35 |
| N A pal ----- | 116 29 96 37 48 90 |
| O Foolish fowls ----- | 70 54 74 24 91 |
| P Canary Food ----- | 110 101 125 21 |

| | |
|-----------------------------------|---------------------|
| Q A figure, or shape ----- | 122 95 38 107 |
| R Warmer ----- | 11 4 71 93 50 34 |
| S Noise of a storm ----- | 6 67 28 3 84 30 99 |
| T Most unpleasant ----- | 5 19 124 87 13 |
| U Little baby ----- | 1 26 76 47 60 41 |
| V Horse food ----- | 57 89 81 31 |
| W Renowned, or notorious ----- | 32 72 79 98 113 94 |
| X Compartment in a dresser ----- | 53 77 86 10 108 119 |
| Y High explosive projectile ----- | 120 40 88 49 |
| Z A long tramp or walk ----- | 104 127 73 117 |

(Solution on page 30)

| | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | | 1 | | 2 | 3 | 4 | 5 | | 6 | 7 |
| 8 | 9 | | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | | 21 | 22 | 23 | 24 | | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | 32 | 33 | 34 | | 35 | 36 | 37 | 38 | 39 |
| 40 | 41 | 42 | 43 | 44 | 45 | | 46 | 47 | 48 | | 49 |
| | 50 | 51 | 52 | 53 | 54 | 55 | | 56 | 57 | | 58 |
| 60 | 61 | 62 | | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | | 76 | 77 | 78 | 79 | | 80 |
| | 81 | 82 | 83 | 84 | | 85 | 86 | 87 | | 88 | 89 |
| | 90 | 91 | 92 | 93 | | 94 | 95 | | 96 | 97 | 98 |
| 100 | | | | | | | | | | | 100 |
| 101 | 102 | | 103 | 104 | 105 | 106 | | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | | 116 | 117 | 118 | 119 | | 120 |
| 121 | 123 | 124 | 125 | | 126 | 127 | 128 | | | | |

What About Three-Generation

by Marvin R. Koller

Our biblical heritage exhorts us to "honor thy father and thy mother." Many of us feel very strongly the ancient commandment, as the bonds of filial loyalty demand that we care for aging parents as they cared for us in our youth. Yet at the risk of being judged ungrateful or disrespectful, we need to weigh carefully how far we can go to render honor to our older parents. Many societies find no problem in several generations living together under the same roof. In America, however, where the value of independence is held in high esteem, a married couple rearing their own children believe that including their parents within their household constitutes a serious threat to their family happiness.

The needs of the aged are many; but one of the most vital is to find shelter with its accompanying security, warmth, and protection. Some married couples, it is true, cannot provide for their parents because of lack of room. Some married couples cannot live with their elders because special care must be given, and they are unable to offer this. To the majority, however, the major obstacle appears to be the personality clashes that could result from three generations living together in the same household.

Many married couples from the same generation find that marriage is challenging enough without complicating the situation by acquiring children. Most families consist of two generations, the parents and the offspring. Even this common condition has provoked a flood of literature and advice as to how to cope with parent-child relationships. To bring in one or more parents of the married couple to share a common residence as well as rear youngsters presents an insurmountable problem in the minds of numerous Americans.

No one is advocating that all married couples rush out and invite their aging parents into their homes. It is, however, a possibility for some married couples to face and to carry out successfully and gracefully. Indeed, there are in existence quite a few three-generation households who have worked out harmonious procedures for all concerned. It is from their experiences that we may find suggestions applicable to our own unique familial conditions.

Take the case of Mrs. A.: Mrs. A. lived for over forty years with her husband while they reared two

daughters and a son. The children are all married and busy rearing families of their own. When Mr. A. died after a prolonged illness, Mrs. A. no longer had need of her large home. It once was filled with the sounds of laughing children and hard-working parents; but now the place was an empty shell which only served to stir up memories of events that happened years ago. Mrs. A. was lonely and worried over the future when she was invited by her youngest daughter and her son-in-law to come to live with them. They had only one small child and enough room to accommodate Mrs. A. The other children of Mrs. A. had offered to give whatever financial support they could; but their own housing facilities were inadequate to care for their mother properly. After much hesitancy Mrs. A. did accept the offer of her daughter and son-in-law; and they are working out their situation quite happily. What is the secret of their success?

Take a closer look at this case, and you will find that Mrs. A. has the highest regard for her daughter, son-in-law, and grandchild. She respects their privacy and their thinking. She finds that she may be of great help as a companion to her grandchild in whom she delights. Her room is neat, quiet, and her very own. She can go out to visit her friends or take part in various community activities. Mrs. A. finds that people will come to her not because she has insisted on having a voice in the family's activities, but because she has a mature mind which allows others to weigh her suggestions in the balance and to follow their own decisions.

The young couple that created this three-generation household are very secure in their marriage. They love each other dearly and frequently talk out their ideas and their feelings to each other. They love their child very much, but they are wise enough not to put him on a pedestal. His individuality is encouraged but never at the cost of pain or unhappiness for others. He is expected to love and be loved in turn, as he sees this example set for him by his parents. Grandmother usually has time for him when his parents are busy. He makes sure that Grandma is comfortable and willingly goes out of his way to do whatever he can for her.

This quick sketch of a three-generation household

Households?

is not presented to paint an idyllic picture of utter tranquillity and harmony. It does illustrate, nevertheless, some essential ingredients for successful three-generation living based on what few studies we have on this subject.

The first principle in the case of Mrs. A is that the most likely candidate for three-generation living would be a widow, since women generally have a longer life span than men. Mrs. A has three children, but the homes of two of them are not large enough to accommodate her adequately. One daughter and son-in-law agree to provide a home for Mrs. A, however, and the other children offer financial support.

The key to the success of three-generation living is held by the young married couple who brought Mrs. A into their home. Their child is still learning responsibility. Mrs. A has had to relinquish her former authority. The young couple's solidarity, based on real love and mutual aid, bears the burden of three-generation living. Being strong, it can stand pressures. If it were weak and unsound, various flaws could bring the household crashing down on all their heads.

Mrs. A, fortunately, has learned to release her chil-

Three generations can live together in harmony and happiness. If you are facing or should be facing this problem you will find many helpful suggestions in this article.

dren to adulthood. Not only has she weaned them to independence, but she has prepared herself not to demand the constant attention of her children. She was alert enough to find life, even in its later stages, interesting and vital. She did not retire *from* life but *toward* life. The bonds that tie her children to Mrs. A are those of *love* and not merely *duty*.

The couple have considerable insight into the needs of older people. Chief among these needs is to be wanted and not to be rejected. They recognize that the rich experience of Mrs. A can contribute to their own home and to their child. During times when they are busy with the serious job of making a living, they find that Mrs. A has the time and skill to give their child experience with less hectic activities. They have explored their community and have found within it many facilities which can make the twilight years of Mrs. A happy. The church, the school, the library, and the social agencies enable Mrs. A to be with other older people with whom she may find new and rewarding experiences.

There is a healthy respect for each other's personalities in the case of Mrs. A. The couple recognize that the triple role of mother, mother-in-law, and

(Continued on page 30)

"Personalities are not damaged in this family, but are encouraged to bring forth the fruits of happiness and contentment."

Luoma Photo



HEARTHSTONE'S

Visiting Nurse



BEULAH FRANCE, R.N.

In Everything Give Thanks

(Continued from page 5)

the year. It might be their doctor or minister, baby sitter or teacher, a neighbor or the friendly policeman on the corner. Though the family write to only a few persons, making their choice involves the grateful contemplation of many others who have blessed their lives. The answers to some of these letters show the need for this method of thanksgiving. One elderly school teacher wrote, "I have taught school for nearly fifty years, but this is the first letter of thanks that I ever received from any of my pupils."

The exercise in gratitude is its tangible expression through gifts and service. A relief worker in a foreign country, recently come from our land of plenty, was shocked at what he saw and wrote, "I ask myself this noontime how is it I was the one chosen to eat this food and my neighbor to starve. I do not know, nor shall I ever know. But this I do know.

It must be paid for by humility and service which spring from a sense of responsibility, or else this world makes little sense." Whether it is a basket of food to a local needy family, a CARE package for a neighbor overseas, or an invitation to dinner for the lonely person down the street, our own Thanksgiving feast will taste better for our act of sharing.

When the holiday is over and the soup pot informs us that the turkey has at last been reduced to its lowest common denominator, we need not be surprised if our adventures in gratitude have ushered into our hearts a perpetual feast of Thanksgiving.

Study Guide

(Continued from page 24)

5. How can we be sure our child is not playing parents and teachers against each other, out of perversity, or that he has not misunderstood his teacher when he complains that "teacher says that's wrong."
6. Under what conditions (if any) must

The Pilgrims at Plymouth spent the last Thursday of November, 1621, thanking God for life. Almost half of their original number had died during the preceding twelve months. Some froze; some starved; some succumbed to scurvy.

Scurvy developed because of the need for fresh fruits and vegetables containing vitamin C. In the 1600's God had not yet shown scientists where to find vitamin C, nor had he revealed its value. It is now known that a large glass of undiluted orange juice—fresh, frozen, or canned—taken daily, the year around, prevents deadly scurvy.

Those thanks-giving Pilgrims showed physical health by survival; social health by welcoming the Indians to celebrate with them; mental health by rejoicing, not grieving; spiritual health by their love for God.

They had little food, yet they shared it gladly. They showed their Christian spirit by song and testimony. They did indeed "sing unto the LORD with thanksgiving."

The Book of Nehemiah, relating history of 445 B.C., describes a family gathering, saying it "was the principal to *begin the thanksgiving with prayer.*"

Asking God's blessing before breaking bread is a privilege too often neglected. Why not re-establish this time-honored custom in *your* home—for *your* family—on this Thanksgiving Day?

(Next Month: "For to us a child is born")

we really insist a Sunday school or public school teacher be replaced? How would you go about doing this?

7. How can we be sure of getting the best possible teachers for our children (a) in public schools, (b) in church schools?

8. If we have confidence in the teacher, can we then feel free to sit back and ignore what happens in the classroom? Why or why not? How shall we act when we have confidence in the teacher? How shall we act when we do not have confidence in our child's teacher?

IV. Available Helps

FILMS

For Every Child. 16 mm. color. Tells story of Sunday church school teacher of juniors. Good for teacher appreciation.

BOOKS

Helpful in counseling with children and youth when fundamental disagreements arise:

Bro, Margueritte H., *When Children Ask*, Harper & Bros., N. Y., 1956, \$3.50.

Brown, Alberta Z., *The 7 Teen Years*, Bethany Press, St. Louis, \$1.50.

Duvall, Evelyn M., *Facts of Life and Love for Teenagers*, Association Press, 1956, \$3.50 or Popular Library Edition, N. Y., \$0.35.

Cummings, Oliver, *Guiding Youth in Christian Growth*, Judson Press, Philadelphia, \$2.50.



Family Counselor

Q. I HAVE a little girl, almost nine years of age, who masturbates by putting her hands between her legs. This takes place almost daily in the schoolroom, sometimes at home, in the movies, and at Sunday school. She turns pale, sweat pours off her, and she seems oblivious to her surroundings. Her attention can be directed elsewhere, but soon she will start again if she is having one of her bad days.

She's in the third grade, bright beyond her years, reads anything and everything with understanding. She also bites her nails, sucks her thumb, but never sucks her thumb in public for fear of ridicule.

Our doctor sent us to a psychiatrist, after he found there was nothing physically wrong with her. He asked that I relieve the pressure on her, which has been done both at home and at school insofar as we think is possible. We can see little if any improvement—for a few days not so bad—then just as bad as ever.

This started when she was about two years of age, but it gets worse instead of better. It evidently worries her. She has always had difficulty in getting off to sleep, but lately it takes her from one to three hours to go to sleep, and she never sleeps during the day.

She takes piano and dancing, seems to enjoy both, but doesn't like to practice either. Her piano teacher says that she has talent, and it certainly comes easy for her. She has playmates, and enjoys them; skates, rides her bicycle, swims, and plays hard. We are greatly concerned for her now, and for the future. Isn't there something that can be done to help her? Any suggestion you may offer will be appreciated.

A. YOU REALIZE, I am sure, that if your daughter has been masturbating since the age of two, the practice has now become more or less a fixed habit and you cannot expect it to be stopped quickly. You have been wise in making certain that there is no physical reason for the habit, and I am glad that you have followed the advice of the psychiatrist and reduced the pressure on your daughter at home and at school.

The question now arises as to whether or not you have reduced the pressure enough. Even though your daughter seems to enjoy the piano and dancing, it may be that to take lessons in both puts more pressure upon her than she can comfortably stand, especially if you keep getting after her to practice. On the other hand, it should be said that the more interests she can develop outside of herself, and the more skills she has that bring her personal satisfaction and social approval, the more likely she is to develop the emotional security that will help her stop masturbating.

I am sure your physician and psychiatrist warned you against trying to develop in your daughter a sense of guilt because of her masturbating. As you suggest your daughter may be worried because of it, but this worry will be intensified if you show that you, too, are worried because of it. As a rule, it is wise to ignore masturbation by children and try to direct their attention to activities that will be creative, take time and energy, and bring genuine personal sat-

isfaction. Such procedures usually are sufficient to reduce the frequency, if not eliminate altogether masturbation in children.

This approach would seem to be wise in your case. However, should you sense that your daughter wants to talk with you about it, let her know that you understand how she feels, but that you hope she will not worry about it and that you both hope that in time she will get over the habit.

Your major responsibility, of course, is to discover why your daughter feels so emotionally insecure, as indicated not only by her masturbating but also by the thumb sucking and nail biting. Be sure that you are giving her plenty of love and affection and that she knows that you are proud of her. Encourage her to be with her playmates often.

If she has difficulty going to sleep at night, perhaps she needs more hard play so she will be physically tired by bedtime; or perhaps the bedtime should be put at a later hour. If her daily schedule keeps her under too much pressure, this may be the reason she cannot sleep at night. Do not be too disturbed by her "ugliness" to you. Part of this may be due to the fact she is growing up and wants to show her independence.

Try to have times with her alone, however, when the other children are not around. What I am saying is that you should try to remove the tension and pressure that may be the cause of the masturbation, rather than to deal with the masturbation itself.

Donald M. Maynard

Though Far Away

(Continued from page 21)

morning, wondering what his father was doing. Jeff knew that when church time came, they would go and pray their thanks although his thanks would be greater if his father were with them.

Jeff heard his mother singing and rustling about the kitchen. He wondered how she could be so happy. He thought it probably was because she was older. Thirty-three years was quite a difference from twelve!

Grandfather Street was sitting in the kitchen watching Mother as Jeff made his entrance.

Now church was over and dinner was being enjoyed. Their little table was stretched out and loaded with delights. The television was operating in the room, not really being observed; but it became the center of attention at once when a voice said, "We bring you a special program from our overseas news correspondent, Jeffery Street, Sr. Go head, Mr. Street."

"Hello, everyone in America. We bring you a Thanksgiving program from the army personnel to show you we have many things for which to be thankful though we are far from home."

The American flag came on the screen as an army choir sang "The Star-Spangled Banner" with booming unity. The chaplain prayed with eloquence and sincerity. Native civilians praised and thanked the workers for their backing and defense.

All too soon the program ended. The American Flag waved, with Jeffery Street, Sr., signing off, but not before he said, "See you at Christmas, Mary and Jeff."

Jeff exclaimed, "Well, we sure had Father with us for Thanksgiving dinner after all!"

What About Three-Generation Households?

(Continued from page 27)

grandmother calls for skills that even the most talented actress might shun. Mrs. A has lived a long and productive life and understands that the time has come for her daughter and son-in-law to have the same opportunity to do so. The child sees before him parents who care deeply for each other and whose very love produced himself. He sees in his grandmother the dignity that can come with old age. She does not whine or complain, but holds her head high even if she does sigh now and then for "the good old days." Personalities are not damaged in this family, but are encouraged to bring forth the fruit of happiness and contentment.

Best of all, the channels of communication are open at all times. The three generations consult each other freely. All ideas are talked out and feelings are expressed. Final decisions are made by the married couple with due regard for the welfare of the entire family. Nothing is left to smolder and possibly set the household on fire with some serious outbreak of emotion.

Probably, the greatest lesson to be derived from the case of Mrs. A is that successful three-generation living is not automatic. All concerned have had to work at it.

You have not been told that three-generation family living is easy. You have not been told that all families should create three-generation households. You have been told that three-generation living involves head and heart. The head herein symbolizes the need for intelligent thinking about the three-generation family. The heart symbolizes the loving-kindness that must be built into each generation if they are to find contentment in each other's company.

Biblegram Solution

(Biblegram on page 25)

SOLUTION: "I know that whatever God does endures for ever; nothing can be added to it, nor anything taken from it; God has made it so, in order that men should fear before him." (Eccles. 3:14)

The Words

| | |
|----------|-----------|
| A Dog | N Friend |
| B Goat | O Geese |
| C Hooted | P Seed |
| D Horn | Q Form |
| E Divide | R Hotter |
| F Tint | S Thunder |
| G Kind | T Worst |
| H Cat | U Infant |
| I Gander | V Oats |
| J Honey | W Famous |
| K Hornet | X Drawer |
| L Havana | Y Bomb |
| M Mile | Z Hike |

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"I don't know much about dolls, but I like that buggy's suspension system."

BOOKS for the hearthside

For Children

Beginning readers will enjoy *Theodore's Parents*, by Janice May Udry (Lothrop, Lee & Shepard Co., Inc., New York, 1958. Unpaged. \$2.75). It is a fanciful tale about Theodore, who had no parents. He lived with only his dog, Leo, and his cat, Frances. He had not missed parents until he started to school and heard the other children talking about how nice it was to have parents, and at times (such as when they got report cards), how necessary! So he advertised in the paper for parents. The people who answered his ad, and the ones he finally chose, make an interesting story for children five to nine. The illustrations by Adrienne Adams add to the kind of suspense that young children enjoy.

Juniors who want to know how people of Bible days came to know more and more about God will enjoy *Bible Stories for Young Readers*, by Edith Patterson Meyer (Abingdon Press, 1958. 288 pages. \$3.50). Beginning with stories about the patriarchs, ideas of God are traced through the biblical account of the adventures and experiences of the Hebrew kings and prophets. These ideas of God were expanding continually, and especially through the revelation of Jesus, the experiences of his followers, and the early church. The stories are based upon the Revised Standard Version. The book includes many quotations from the Revised Standard Version which add to the beauty and dignity of the stories. One who reads this book will discover that he then wants to read the Bible. The illustrations by Howard Simon help to make the biblical characters and situations more real. This book is a good resource for individual study by boys and girls.

explore with books nov.2-8



For Youth

The Satellite Age has hit the youth book circuit in *Mystery of Satellite 7*, by Charles Coombs (Westminster Press, Phila., 1958, 160 pages, \$2.95). Here is a story of how three teen-age pals get mixed up in Project Argus on which their fathers are working. Six trial satellites have mysteriously failed under suspicious circumstances. How the young people find themselves in a dangerous situation while following their summer conch-shell hunting on a lonely island will provide many thrills for young readers. The author's interest in science shows throughout this his twenty-second book.

The world of art and artists in the life of a 16-year-old girl is the theme of *Surprise Summer*, by Harriet Weed Hubbell (Westminster, 1958, 175 pages, \$2.95). Connie Walton, with an exaggerated idea of being "arty" and "different," has to go through some rugged times before she really grasps

the significance of art. Alienated from her home-town friends and community by her snobbishness she at last discovers the true values of the artist when disaster hits her home life and ruins her chances at a New York art school. A good book to give your teen-age daughter or friends.

For Adults

New patterns in family life are the basis of *Love and Conflict*, by Gibson Winter (Doubleday and Co., New York, 1958, 191 pages, \$3.50). The author is a minister-sociologist and he gives a picture of the complexities that life in modern America has introduced to the family. What are the resources that can help the family meet the pressures that modern life brings? His discussion of many problems of marriage is realistic and honest and provides helpful suggestions for their solution. He particularly makes a plea for a return of the father to a more positive role in the guidance of family living, as an antidote to "momism." This is not light reading but most wives and husbands will find it profitable.

Another valuable contribution to family worship comes from Anna Laura and Edward W. Gebhard in *Our Family Worship at Home* (Abingdon Press, Nashville, 1958, 128 pages, \$2.50). Seven full weeks of family devotions make up the heart of this book. They come out of the actual living experiences in the home of the authors with their two daughters and two sons. They take the form of discussion-conversations rather than a formal worship pattern but they are genuinely spiritual in tone, endeavoring to put God at the heart of the common life of the home.

OVER THE BACK FENCE

Thanksgiving and Thanksworking

Thanksgiving has frequently been associated with thanksgiving (for example, see page 14). However, it has never, to our knowledge, been linked with thanksworking. It seems a very valid idea—one ought to “work out his thanks.” Thanksgiving might as well be a matter of work as of worship.

There are an infinite number of areas where one might profitably express his thanks through his work. The month of November offers some occasions for this type of thanksworking.

Politics

Many prayers of thanksgiving for our native land will be offered this month. The elections which fall in November provide opportunity for one to work out those prayers. This does not mean driving shut-ins to the polls, or working as election judges or party headquarters staff. It does mean an active interest and concern for a higher political morality and a willingness to study the issues involved in elections.

Peace

November 11 has become the forgotten observance in our national calendar. That date should remind us that peace is something that must be worked for in order to be preserved. It is not enough to thank God that we are not now engaged in a shooting war, or even in a major police action. Let us thank God for peace by working to extend it and deepen it in the world.

Education

American Education Week is observed November 9-15. Here, too, we must work out our thanks if education is to meet the demands of our generation. We the people

must know the facts and act with wisdom if our prayers are to be anything more than empty words.

Indeed, our prayers of thanksgiving might be more wisely made if we were to remember that work should accompany every prayer.

Read Your Way To a Happier Home!

Of course, just reading a book will not automatically make your home happier. Not even reading a lot of books will do that. But reading books can help if they are the right kind of books and if you make good use of what you read.

The Wm. C. Brown Co., Publishers, of Dubuque, Iowa, has published a *Syllabus and Reading Guide in Marriage and Family Relations*, prepared by Lester A. Kirkendall and Irving Tebor of Oregon State College. The suggested readings in a list of 29 basic books are grouped around three general areas: The Premarital Period, The Married Couple, and The Family. In each of the three areas questions and problems are raised which have recurred many times in the experience of the authors. They are the common questions and problems for which most of us need answers. The material costs only \$2.25 and many individuals and couples will find it stimulating.

Welcome, Ruby Craddock!

We are happy to welcome to the staff of *Hearthstone*, Miss Ruby Craddock, who has worked on this issue as her first responsibility. Miss Craddock came to us from the Ninth Street Christian Church at Hopkinsville, Kentucky, where she served as director of Christian education. She succeeds Mrs. Sue Wollam who resigned in May and, as announced in the October issue, is mother of a fine young son. We are sure you will appreciate Miss Craddock's work in *Hearthstone* in the months to come. Many thanks to Dorothy Simpson for her fine work on the October issue.

Poetry Page

Sanctuary

I'm thankful for this quiet place,
Within the depths of me;
Where I may enter, close the door,
And be alone with Thee.

My world outside's a busy one,
With much that I must do.
It makes my burden lighter, Lord
To share the load with You.

For I would soon grow weary,
And weaken on the way;
Had I not found this blessed place,
And stopped awhile to pray.

—Frances Faulin

I Like Windows

I like windows, especially
The ones in which I saw
My mother smile her
"God speed," for my journey,
If to town, or cross a continent.
I always know when I look back
I'll see her wave and smile!

Then there are windows where
I've stood, and watched my girls
Go forth adventuring,
To kindergarten . . . and to college.
Often, they glance back
To laugh, and call "Good-by."

I think God gave me windows
For looking back, and
Forward to a brave new world.
And so with memories
And dreams, I fortify
Today.

—Lucy Wetzel McMillan

Look With Awe

"Autumn is death in life," said my outer eye.
"Color of leaf and fragrance of blossom die."

Under time's sheathing, autumn is life in death;
After this respite, gardens shall draw new breath.

Nothing can hinder, nothing can hasten law.
Look at the garden, look at your heart with awe.

—Elinor Lennen

Thanksgiving

For all Thy riches still unseen,
For all Thou hast revealed to me
Of Truth and Life and Love supreme,
A hymn of thanks I raise to Thee.

My hands, half opened to receive,
Rejected much of Love's intent,
But Love still pours His treasure forth;
Help me to claim the bounties sent.

Help me to use, expressing Thee,
The wisdom and the strength of Mind
That come in answer when I pray
And open eyes that once were blind.

So thank Thee, God, for all Thou art,
Preserve in me a grateful heart.

—Jessie L. Salls

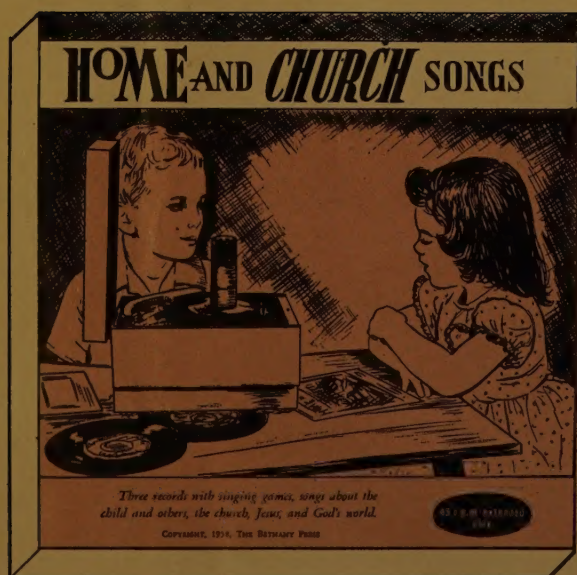
Simile Awry

A bout can go for several rounds
The hard ones even longer, maybe.
It's not as easy as it sounds—
This "taking candy from a baby."

—Laurence C. Smith

For family or friends
at Christmas
this selection includes . . .

Something for Everyone



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